



EFFECTIVENESS OF PANEL DISCUSSION AMONG NURSING STUDENTS

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ABSTRACT

Background: Internet plays a vital role in the education of 21st century students which helps the students to gain knowledge in an interesting manner. Hence there should be some new enhancement in the teaching methods choosing the correct method, which apt to the course objectives is the most important issue in the field of teaching. Teaching methods are enormous in number, whereas the correct method should be used by the teachers in order to provide a quality education for the students is very important. **Aim:** The main aim of the current study was to assess the effectiveness of Panel Discussion on knowledge regarding selected communicable diseases [Dengue and Malaria] among Nursing students. **Materials and Methods:** Quantitative research approach was used for this study. The true experimental cross over design was used for this study. Total Eight Seven samples were selected using simple random sampling technique in which 43 were selected for the Traditional Teaching method and 44 were selected for Panel discussion. The data pertaining to level of knowledge was collected using structured self administered questionnaire on Dengue and malaria. **Results:** There was a significant association found between the Family history of Dengue and Malaria and the knowledge level of the students at $p < 0.05$ level. The analysis revealed that there was a significant increase in level of knowledge regarding Dengue and Malaria by panel discussion as the mean value increased from 20.84 (pretest) to 29.5 (posttest). Statistically panel discussion was found to be effective as the mean difference was 5.6 in enhancing the knowledge regarding Dengue and Malaria where as the mean value increased from 19.23 (pretest) to 23.98(posttest) and the mean difference of Traditional Teaching method was 4.7 only though the p value was 0.0006 in Traditional Teaching method and 0.001 in Panel discussion. Thus it is clearly evident that panel discussion is more effective than lecture method. **Conclusion:** As an innovative teaching method, Panel Discussion improves the knowledge and also student's participation. So, this method of teaching can be promoted as a general method of teaching nursing students.

KEY WORDS: Effectiveness, lecture method, panel discussion, communicable diseases, dengue, malaria and knowledge.

1. INTRODUCTION

"The direction in which education starts a man will Determine his future in Life"

- Plato.

Education gives a new shape to man. It is a goal oriented process through which individuals are able to acquire knowledge and skill to internalized attitudes and values needed for the fulfillment of specific roles. Education is a process of receiving or giving systematic instruction especially at a school or university.

According to Plato, "College is a place where a professor's lecture notes goes to straight to the students' lecture notes, without passing through the brains of either". To educate in true sense is therefore allowing the student opportunity to explore their immense potential in safe supportive and sensory rich environment. The real job of education system is to help student find themselves.

Teaching and learning are the two sides of a coin. The most accepted criterion for measuring good teaching is the amount of student learning that occurs. There are consistently high correlations between students' ratings of the "amount learned" in the course and their overall ratings of the teacher and the course. Those who learned more gave their teachers higher ratings (Cohen 1981, Theall and Franklin 2001). According to Thomas Angelo "teaching in the absence of learning is just talking." Teacher's effectiveness is about student learning. The literature on teaching is crammed full of well researched ways that teachers can present content and skills that will enhance the opportunities for students to learn. It is equally filled with suggestions of what not to do in the classroom. However, there is no rule book on which teaching methods match up best to which skills and/or content that is being taught. Students often have little expertise in knowing if the method selected by an individual instructor was the best teaching method or just "a method" or simply the method with which the teacher was most comfortable. Since teaching attempt to shape and influence peoples thought and action. It is a dynamic event. In the light of new perceptions due to new discoveries and development teaching methods need to be changed and updated according to the tides of time.

1.1 Objectives of the Study:

- To assess the effectiveness of Traditional Teaching method on knowledge regarding selected communicable diseases.
- To assess the effectiveness of panel discussion method on knowledge regarding selected communicable diseases.
- To compare the effectiveness of Traditional Teaching method and panel discussion methods.
- To associate the knowledge on selected communicable diseases through panel discussion with selected demographic variables.

2. METHODOLOGY:

2.1 Research Approach:

The research approach used for the study was quantitative research, to assess the effectiveness of panel discussion on knowledge regarding selected communicable diseases [dengue and malaria] among nursing students.

2.2 Research Design:

True experimental cross over research design was adopted for the study.

2.3 Study Setting:

The study was conducted among B.Sc Nursing 2nd year students in Kasturba Gandhi Nursing College at Mahathma Gandhi Medical College and Research Institute, Puthucherry, India.

2.4 Study Population:

The target population included students who were undergoing 2nd year B.Sc. Nursing in KGNC.

2.5 Sample and Sample Size:

The samples selected for the study were 87 students undergoing 2nd year B.Sc. Nursing in KGNC. Out of which 43 were selected for Traditional Teaching method (control group) and 44 for Panel Discussion method.

2.6 Criteria for Sample Selection:

Inclusion Criteria;

- Students who were undergoing 2nd year B.Sc. Nursing.
- Students available during data collection.

Exclusion Criteria;

- Students who were sick and absent during the data collection.

2.7 Sampling Techniques:

The samples who met the inclusion criteria during the data collection were selected using simple random sampling technique.

2.8 Procedure for Data collection:

The permission was obtained from the Institutional Head to conduct the study. Complete information regarding the study was explained to the students with self-introduction. According to the role number the odd number students sent for Panel discussion method of teaching (experimental group) and the even number students for Traditional Teaching method (control group). In pre-test, the level of knowledge regarding Dengue and Malaria was assessed by using structured self-administered questionnaire. Followed by pretest, a lecture was delivered to a set of 43 students and simultaneously Panel discussion was conducted for 44 students. After 7 days post test was conducted to evaluate the level of knowledge acquired by the students in both groups.

3. RESULTS:

3.1 Background Variables:

- Among the 43 students who attended Panel discussion, 61.36% of students reported that their family members were literate and 38.63% were non-literate. 84.09% had previous knowledge on Dengue and Malaria through regular classes. 81.81% of the students reported that they do not have any family history of dengue and malaria.
- Among the 44 students who attended Traditional Teaching method, 41.86% of students reported that their family members were literate and 58.13% were non-literate. 76.74% had previous knowledge on Dengue and Malaria through regular classes. 67.44% of the students reported that they do not have any family history of dengue and malaria and 6.97% had family history of dengue.

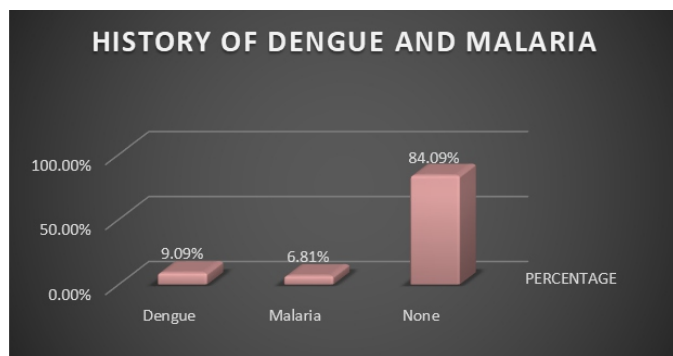


Fig. 1: Frequency and Percentage Distribution of History of Dengue and Malaria of the students who attended Panel Discussion.

3.2 Effectiveness of Panel Discussion Method of Teaching Among the 2nd year B.Sc. Nursing Students:

Table. 1: Comparison of pre and post mean level of knowledge of students who attended Panel discussion.

| Panel Discussion | Mean | Standard Deviation | T-test & P-value |
|------------------|-------|--------------------|-----------------------------|
| Pre Test | 20.84 | 4.76 | t = 12.2465394 p < 0.001 |
| Post Test | 29.5 | 4.82 | |

It was observed in table.1 that in the Post-test, the mean value was 29.5 and the standard deviation was 4.82 which clearly signify a steady increase from Pre-test values (mean 20.84 and S.D 4.76). The value of standard deviation is clearly increased from 4.76 to 4.82, which determines that, the knowledge gained by the students had improved and there was a significant improvement seen in the level of knowledge.

3.3. Effectiveness of traditional Teaching method Among the 2nd year B.Sc. Nursing Students:

Table.2: Comparison of pre and post mean level of knowledge among students who attended traditional T method of teaching.

| Lecture Method | Mean | Standard Deviation | T-test & P-value |
|----------------|-------|--------------------|-------------------------|
| Pre Test | 19.23 | 4.75 | 7.54422972 P < 0.001 |
| Post Test | 23.98 | 4.39 | |

The above table.2 describes the improvement in the level of knowledge gained by the students through traditional Teaching method as there was improvement seen in post- test value from 19.23 ± 4.75 to 23.98 ± 4.39 . It is further evident by the value of standard deviation which had reduced from 4.75 to 4.39.

3.4 Comparison of Pre and Posttest Level of Knowledge of Students Who Attended Panel Discussion and traditional Teaching method:

Table. 3: Comparison of pre and post mean level of knowledge between students who attended panel discussion and traditional method of teaching

| | Pre Test | | Post Test | | t-test | p-value |
|-----------------------------|----------|--------------------|-----------|--------------------|------------|-----------|
| | Mean | Standard deviation | Mean | Standard deviation | | |
| Panel Discussion | 23.98 | 4.39 | 29.5 | 4.82 | 5.5848195 | 0.000000 |
| traditional Teaching method | 19.23 | 4.75 | 20.84 | 4.76 | 1.57830266 | 0.1182106 |

The analysis findings revealed that there was a significant increase in level of knowledge regarding Dengue and Malaria by panel discussion as post test mean value increased from 23.98 (pretest) to 29.5 (posttest). Statistically panel discussion was found to be highly significant at p-value < (0.000000) in enhancing the knowledge regarding Dengue and Malaria where as post test mean value of traditional Teaching method increased from 19.23 (pretest) to 20.84 (posttest) only. The p- value also was 0.1182106. Thus it is clearly evident that panel discussion is more effective than lecture method.

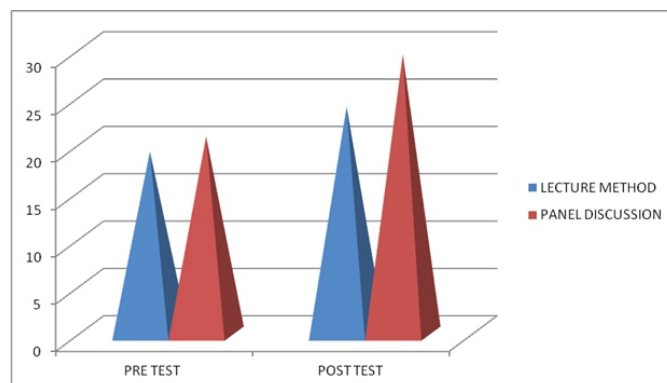


Fig.2: Comparison of pre and posttest level of knowledge of students who attended Panel Discussion and traditional Teaching method

3.5 Association Between Knowledge and Demographic Variables of Students Who Attended Panel Discussion:

Table. 4: Association between knowledge and Demographic variables of students who attended Panel discussion.

| Sl. No. | Variable | Poor | | Average | | Good | | Chi-square value |
|---------|--|------|----|---------|-------|------|-----|----------------------------------|
| | | F | % | F | % | F | % | |
| 1 | Educational status | 2 | 40 | 22 | 64.70 | 3 | 60 | 1.127 p-0.569 NS |
| | | 3 | 60 | 12 | 35.29 | 2 | 40 | |
| 2 | Previous knowledge | 1 | 20 | 5 | 14.70 | 0 | 0 | 1.326 P-0.857 NS |
| | | 4 | 80 | 28 | 82.35 | 5 | 100 | |
| | | 0 | 0 | 1 | 2.94 | 0 | 0 | |
| | | 0 | 0 | 1 | 2.94 | 0 | 0 | |
| 3 | Previous history of dengue and malaria | 0 | 0 | 4 | 11.76 | 0 | 0 | 10.843 p-0.028 Significant |
| | | 2 | 40 | 1 | 2.94 | 0 | 0 | |
| | | 3 | 60 | 29 | 85.29 | 5 | 100 | |
| | | 3 | 60 | 29 | 85.29 | 5 | 100 | |
| 4 | Family history of dengue and malaria | 0 | 0 | 2 | 5.88 | 0 | 0 | 4.4 p-0.355 NS |
| | | 2 | 40 | 4 | 11.76 | 0 | 0 | |
| | | 3 | 60 | 28 | 82.35 | 5 | 100 | |
| | | 3 | 60 | 28 | 82.35 | 5 | 100 | |
| 5 | Residential area of the students | 2 | 40 | 17 | 50 | 2 | 40 | 1.645 p-0.801 NS |
| | | 2 | 40 | 14 | 41.17 | 3 | 60 | |
| | | 1 | 20 | 3 | 8.82 | 0 | 0 | |
| | | 1 | 20 | 3 | 8.82 | 0 | 0 | |
| 6 | Health professional in family | 2 | 40 | 15 | 44.11 | 3 | 60 | 1.645 p-0.801 NS |
| | | 3 | 60 | 19 | 55.88 | 2 | 40 | |
| | | 3 | 60 | 19 | 55.88 | 2 | 40 | |

The above Table.4 showed that in there was a significant association between the previous history of Dengue and Malaria and the knowledge level of the student as the p-value was (0.028) whereas other demographic variables did not have any association with the knowledge level of the students.

4. DISCUSSION:

Essentially every teacher creates his own teaching method in terms of his personality and experience, the purposes and subject matter of instruction. "Education is the manifestation of perfection already in man"- (Swami Vivekananda). We think too much about effective methods of teaching and not enough about effective methods of learning. Every educator wants to create an environment that will foster students' love of learning. Because the criteria are intangible, it's difficult to define or pinpoint exactly what they are. The investigators conducted comparative study to assess the effectiveness of Lecture method Vs Panel discussion on knowledge regarding selected communicable diseases (Dengue and Malaria) among the students undergoing B.Sc. Nursing 2nd year in Kasturba Gandhi Nursing College. The study findings revealed that panel discussion was more effective

tive than lecture method. The post test values of Panel discussion like t-test was 5.5848195, p-value was 0.000000, Standard deviation was 4.82, and Mean was 29.5 which was higher than the post test values of Lecture method which had t-value of 1.57830266, p-value 0.1182106, standard deviation 4.76, and mean was only 20.84. Thus it can be concluded that panel discussion was more effective than lecture method.

5. CONCLUSION:

Education plays a vital role in everyone's day to day life. There is no question that this new generation of students is challenging the traditional teaching paradigm in higher education. In order to accommodate the current generation in nursing education, it is important to devise new teaching methods that align with their learning styles and expectations. The present study revealed the effectiveness of Panel Discussion method of teaching has good impact in knowledge gained by the students. As an innovative teaching method, Panel Discussion improves the knowledge and also student's participation. So, this method of teaching can be promoted as a general method of teaching the students.

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